

INTRODUCTION

The social studies and history standards provide teachers and curriculum coordinators with a summary of what history and social science content should be taught from grade to grade, prekindergarten through high school. Adapted from the highly rated California and Massachusetts curriculum frameworks, the standards incorporate the comments and suggestions of area teachers and administrators. The requirements strike a balance between U.S. and world history, as well as among the many disciplines of the social sciences.

The learning standards outline what learners of social science and history should know and demonstrate by the end of each grade or course. They detail the knowledge of history, geography, economics, and politics and government that students are expected to acquire at a particular grade level.¹

The Organization of the Document

The learning standards for U.S. and world history are grouped in time periods commonly accepted by historians. We have selected essential topics that build a chronologically organized history and establish social science knowledge to set standards that can be taught and mastered within a specific time frame. We encourage teachers to elaborate on the content outlined here, to add topics they feel are important, and to organize material thematically. They also are encouraged to enrich the classroom experience by incorporating current events and issues that have a significant relationship to important historical themes or events under study.

These standards integrate the four major disciplines of history, geography, economics, and politics and government. They are not presented in separate strands, although grade 6 focuses on geography and grade 12 focuses on government, including U.S. and Washington, DC, governments. A coding system has been used throughout the document to indicate the disciplinary content stressed in a standard that details U.S. or world history. These include the principal disciplines of geography (G), economics (E), and politics and government (P); the characteristics of religious thought and ideas (R); and the social impact of events (S), military action (M), and intellectual thought (I) that have advanced civilizations.

GUIDING PHILOSOPHIES²

As Americans, our cultural heritage is diverse and provides us with boundless sources of vitality and pride. As citizens and residents of the United States, our political heritage is a shared vision of a life of liberty, justice, and equality as expressed over two centuries ago in the Declaration of Independence, the U.S. Constitution, and *The Federalist Papers*.

Critical to the preservation of America's republican form of government is the study and understanding of our nation's founding principles. Devotion to human dignity and freedom, equal rights, justice, the rule of law, civility and truth, tolerance of diversity, mutual assistance, personal and civic responsibility, self-restraint, and self-respect must be taught, learned, and practiced. They are qualities that should not be taken for granted or regarded as merely one set of options against which any other may be accepted as equally worthy.

Citizens in our society need to understand the current condition of the world and how it got that way and be prepared to act on challenges as they confront us. What are the roots of our current dangers and of the choices before us? For intelligent citizenship, we need a thorough grasp of the daily workings of our own society, as well as of the societies of our friends and our adversaries in the world.

The kind of critical thinking we wish to encourage in the DC Public Schools rests on a solid base of factual knowledge. The central ideas, events, people, and works that have shaped our world, for good or ill, are critical for our students to remember and understand. In addition, the standards necessitate that students acquire a firm grasp of reasoning and practice in inquiry and research. Students must learn how to frame and test hypotheses, distinguish logical from faulty reasoning, frame reasoned options and arguments, and grasp reflective thinking and evaluation.

Teachers reading this document for the first time may be struck by the vast content and variety of material covered. These standards illustrate the larger significance of history and geography: great discoveries, conflicts, and ideas in the human past that have shaped who we are and what is happening today; the ironies and surprises of history; the great tragedies and achievements of human experience. Students explore how people in other times and places grappled with fundamental questions of truth, justice, and personal responsibility. They also grow to understand that ideas have consequences, and they realize that events are shaped by the ideas and the actions of individuals, the systems and structures of human societies and cultures, and the opportunities and constraints offered by the environmental systems within which human activity occurs. The historical drama is illuminated through an examination of more complex themes and concepts arising from past events, such as those listed on the next page.

¹ Many sample names and events are included in parentheses throughout the document. These serve as suggestions to teachers of content that is well suited to exemplify the standard.

² Excerpted and adapted from the Massachusetts Curriculum Framework.

WORLD HISTORY AND GEOGRAPHY I: MIDDLE AGES TO THE AGE OF REVOLUTIONS

Grade 9

ERA IV: MIDDLE AGES

- 9.1.** Students analyze the geographic, political, economic, social, and religious structures of the civilizations of Islam in the Middle Ages.
1. Identify the physical location and features and the climate of the Arabian Peninsula, its relationship to surrounding bodies of land and water, and nomadic and sedentary ways of life. (G)
 2. Describe the expansion of Muslim rule through military conquests and treaties, emphasizing the cultural blending within Muslim civilization (Phoenician and Persian) and the spread and acceptance of Islam and the Arabic language. (P, R, M, S)
 3. Trace the origins of Islam and the life and teachings of the Prophet Muhammad, including Islamic teachings on its connection with Judaism and Christianity. (G, R)
 4. Explain the significance of the Qur'an and the Sunnah as the primary sources of Islamic beliefs, practice, and law, and their influence in Muslims' daily life. (R, S)
 5. Trace the origins and impact of different sects within Islam, including the sources of disagreement between Sunnis and Shi'ites. (R, P)
 6. Explain the intellectual exchanges among Muslim scholars of Eurasia and Africa and the contributions Muslim scholars made to later civilizations during the Islamic Golden Age in the areas of science, alchemy, geography, mathematics (algebra), philosophy, art, and literature. (I)
 7. Describe the growth of thriving cities as centers of Islamic art and learning, such as Cordoba and Baghdad.
 8. Describe the establishment of trade routes among Asia, Africa, and Europe; the role of the Mongols in increasing Euro-Asian trade; the products and inventions that traveled along these routes (e.g., spices, textiles, paper, steel, and new crops); and the role of merchants in Arab society. (G, I, E)
- 9.2.** Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.
1. Locate and identify the physical location and major geographical features of China. (G)
 2. Describe the reunification of China under the Tang Dynasty and reasons for the spread of Buddhism in Tang China, Korea, and Japan. (P, R)
 3. Analyze the development of a Confucian-based examination system and imperial bureaucracy and its stabilizing political influence. (P, R, S)
 4. Describe rapid agricultural, commercial, and technological development during the Song dynasties. (G, E)
 5. Trace the spread of Chinese technology — such as papermaking, wood-block printing, the compass, and gunpowder — to other parts of Asia, the Islamic world, and Europe. (S, I, E)
 6. Describe the Mongol conquest of China. (M, P)



ERA IV: MIDDLE AGES (continued)

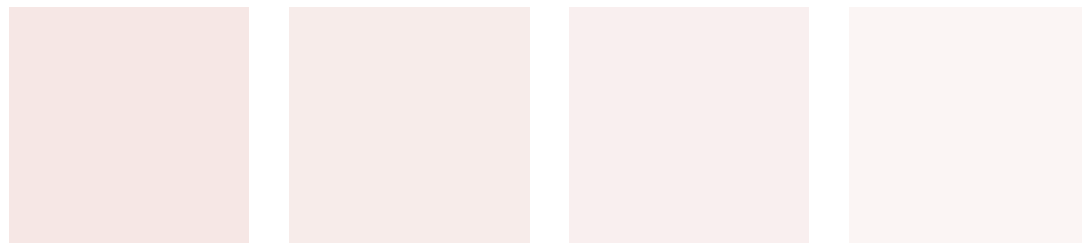
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Grade 9

ERA IV: MIDDLE AGES *(continued)*

9.5. Students analyze the geographic, political, religious, social, and economic structures of the civilizations of medieval Europe.

1. Explain the geography of Europe and the Eurasian landmass, including their location, topography, waterways, vegetation, and climate, and their relationship to ways of life in medieval Europe. (G, S)
2. Describe the development of feudalism and manorialism, its role in the medieval European economy, the way in which it was influenced by physical geography (the role of the manor and the growth of towns), and how feudal relationships provided the foundation of political order and private property ownership. (G, P, E)
3. Demonstrate understanding of the conflict and cooperation between the Papacy and European monarchs (e.g., Charlemagne, Gregory VII, and Emperor Henry IV), the disputes over papal authority, and the Great Schism. (P, R, I)
4. Explain the significance of developments in medieval English legal and constitutional practices and their importance in the rise of modern democratic thought and representative institutions (e.g., trial by jury, the common law, Magna Carta, parliament, habeas corpus, and an independent judiciary in England). (P, I)
5. Describe the spread of Christianity north of the Alps and the roles played by the early church and by monasteries in its diffusion after the fall of the western half of the Roman Empire. (R)
6. Describe the causes, course, and consequences of the European Crusades against Islam and their effects on the Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact by Europeans with cultures of the Eastern Mediterranean world. (P, R, M)
7. Explain the importance of the Catholic Church as a political, intellectual, and aesthetic institution (e.g., founding of universities, political and spiritual roles of the clergy, creation of monastic and mendicant religious orders, preservation of the Latin language and religious texts, St. Thomas Aquinas's synthesis of classical philosophy with Christian theology, and the concept of "natural law"). (P, R, I)
8. Describe the economic and social effects of the spread of the bubonic plague from Central Asia to China, the Middle East, and Europe, and its impact on global population. (G, S, E)
9. Explain the initial emergence of a modern economy, including the growth of banking, technological and agricultural improvements, commerce, towns, and a merchant class. (E)
10. Outline the decline of Muslim rule in the Iberian Peninsula that culminated in the Reconquista and the rise of Spanish and Portuguese kingdoms. (P, M)



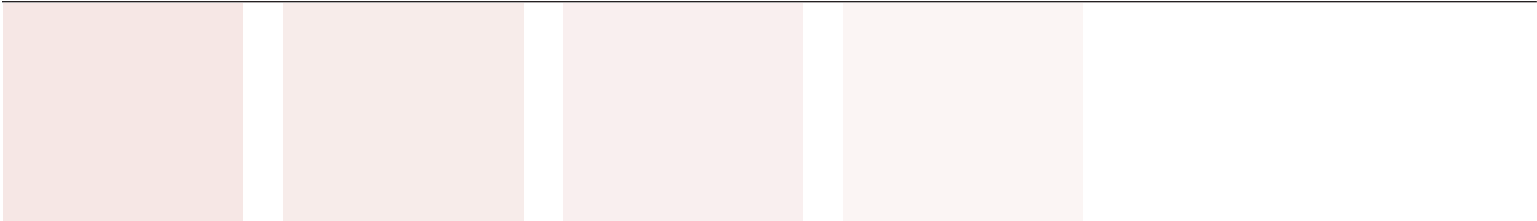
Grade 9														
ERA IV: MIDDLE AGES <i>(continued)</i>														
9.6. Students compare and contrast the geographic, political, religious, social, and economic structures of the Mesoamerican and Andean civilizations.														
1. Locate and explain the locations, landforms, and climates of Mexico, Central America, and South America and their effects on Mayan, Aztec, and Incan economies, trade, and development of urban societies. (G, E) 2. Describe the highly structured social and political system of the Maya civilization, ruled by nobles and kings and consisting of many independent politically sovereign states. (P) 3. Explain how and where each empire arose (how the Aztec and Incan empires were eventually defeated by the Spanish in the 16th century). (P, M) 4. Explain the roles of people in each society, including class structures, family life, warfare, religious beliefs and practices, and slavery. (S, R, E) 5. Describe the artistic and oral traditions and architecture in the three civilizations. (S, I) 6. Describe the Mesoamerican developments in astronomy and mathematics, including the calendar, and the Mesoamerican knowledge of seasonal changes to the civilizations' agricultural systems. (I) 7. Compare the development of these societies to that of other indigenous societies in North America, the Caribbean, or others in Mesoamerica or the Andes.														
ERA V: EARLY MODERN TIMES TO 1650														
9.7. Students describe the rise of the Ottoman Empire in the 14th, 15th, and 16th centuries.														
1. Explain the importance of Mehmed II the Conqueror and Suleiman the Magnificent. (P, M) 2. Recognize the importance of the capture of Constantinople, the capital of the Byzantine Empire, in 1453. (P, M) 3. Describe the expansion of the Ottoman Empire into North Africa, Eastern Europe, and throughout the Middle East, and describe the importance of the Battle of Lepanto in the 16th century limiting Ottoman ambitions in the Mediterranean. (G, M) 4. Summarize the rise of the Safavid Empire. 5. Describe Shah Abbas and how his policies of cultural blending led to the Golden Age of the Safavid Empire.														
9.8. Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.														
1. Trace the emergence of the Renaissance, including influence from Moorish (or Muslim) scholars in Spain. (G, P, S) 2. Explain the importance of Florence in the early stages of the Renaissance and the growth of independent trading cities (e.g., Venice) and their importance in the spread of Renaissance ideas. (G, S, E) 3. Explain the effects of the reopening of the ancient Silk Road between Europe and China, including Marco Polo's travels and the location of his routes. (G, E) 4. Compare and contrast the similarities and differences between the Northern and Southern Renaissance. (P, I)														
<i>(continued)</i>														
(G) = geography (E) = economics (P) = politics and government (R) = religious thought and ideas (S) = social impact of events (M) = military action (I) = intellectual thought														

Grade 9

ERA V: EARLY MODERN TIMES TO 1650 (continued)

- 9.8. Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.
- 5. Describe the way in which the revival of classical learning and the arts fostered a new interest in humanism (i.e., a balance between intellect and religious faith). (R, I)
 - 6. Describe the growth and effects of new ways of disseminating information (e.g., the ability to manufacture paper, translation of the Bible into vernacular, and printing). (I, S)
 - 7. Outline the advances made in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy (e.g., by Dante Alighieri, Leonardo da Vinci, Michelangelo di Lodovico Buonarroti Simoni, Johann Gutenberg, and William Shakespeare). (I)
- 9.9. Students analyze the historical developments of the Reformation.
- 1. Explain the institution and impact of missionaries on Christianity and the diffusion of Christianity from Europe to other parts of the world in the medieval and early modern periods. (G, R)
 - 2. Locate and identify the European regions that remained Catholic and those that became Protestant and how the division affected the distribution of religions in the New World. (G, R)
 - 3. Explain the supremacy of the Catholic Church, the growth of literacy, the spread of printed books, the explosion of knowledge and the Church's reaction to these developments.
 - 4. List and explain the causes for the internal turmoil within and eventual weakening of the Catholic Church (e.g., tax policies, selling of indulgences, England's break with the Catholic Church). (P, R)
 - 5. Outline the reasons for the growing discontent with the Catholic Church, including the main ideas of Martin Luther (salvation by faith) and John Calvin (predestination) and their attempts to reconcile God's word with Church action. (P, R)
 - 6. Explain Protestants' new practices of church self-government and the influence of those practices on the development of democratic practices and ideas of federalism. (P, R)
 - 7. Analyze how the Catholic Counter-Reformation revitalized the Catholic Church and the forces that fostered the movement (e.g., St. Ignatius of Loyola and the Jesuits, the Council of Trent). (P, R)1. Identify the voyages of discovery, the locations of the routes, and the influence of cartography in the development of a new European worldview. (G, I)

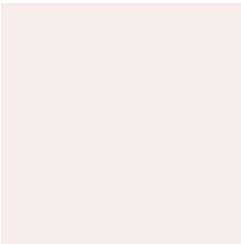
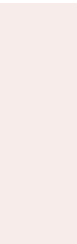
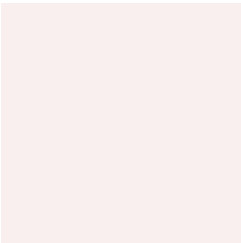
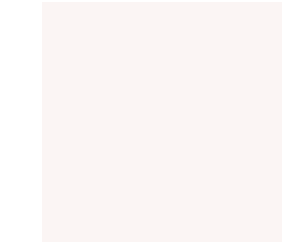
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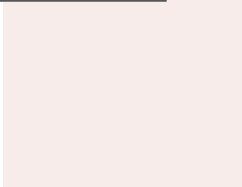
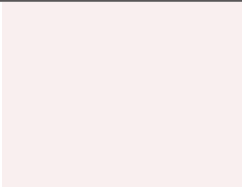
Grade 9

ERA V: EARLY MODERN TIMES TO 1650 (continued)

- 9.9. Students analyze the historical developments of the Reformation.
- 8. Describe the Golden Age of cooperation between Jews and Muslims in medieval Spain that promoted creativity in art, literature, and science. (S, E)
 - 9. Explain how that cooperation was terminated by the religious persecution of individuals and groups (e.g., the Spanish Inquisition and the expulsion of Jews and Muslims from Spain). (R, S)
- 9.10. Students describe the rise of English Colonial Empires.
- 1. Identify the voyages of discovery, the locations of the routes, and the influence of cartography in the development of a new European worldview. (G, I)
 - 2. Describe the goals and extent of Dutch, English, French, and Spanish settlements in the Americas. (G, P)
 - 3. Explain the development and effects of the Atlantic slave trade. (S, E)
 - 4. Describe the exchanges of plants, animals, technology, culture, ideas, and diseases among Europe, Africa, Asia, and the Americas in the 15th and 16th centuries and the major economic and social effects on each continent. (G, S, E)
- 9.11. Students explain political and social developments in China and Japan in an era of expanding European influence.
- 1. Describe Chinese power and technology through Zheng He's voyages (the Ming Dynasty). (G, P)
 - 2. Explain the effects of European contacts on China and Japan. (G, P)
 - 3. Describe Japan's unification, after years of civil war, and the establishment of centralized feudalism under the Tokugawa shoguns. (P)
 - 4. Explain the influence of a rigid class system, the Samurai elites, and Tokugawa isolationist's policies on Japanese government and society. (P, S)
 - 5. Trace the rise of the early Ching Dynasty in China and growing European demand for Chinese goods, such as tea and silk. (P, E)
- 9.12. Students summarize political and social developments on the Indian Subcontinent during the Mughal eras and the beginnings of British political dominance.
- 1. Trace the influence of the following great Mughal rulers on the subcontinent: Babur, Akbar, and Arangzeb. (P)
 - 2. Characterize the development of the Sikh religion. (R)
 - 3. Describe the art and architecture (e.g., the Taj Mahal) during the Mughal period. (I)
 - 4. Trace the growing economic and political power of the British East India Company in key cities on the subcontinent. (P, E)



(G) = geography
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 (S) = social impact of events
 (M) = military action
 (I) = intellectual thought



Grade 9

ERA VI: THE AGE OF REVOLUTIONS

9.13. Students analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions.

1. Describe the roots of the Scientific Revolution (e.g., Greek rationalism; Jewish, Christian, and Muslim science; Renaissance humanism; new knowledge from global exploration). (R, I)
2. Explain the significance of new scientific theories, the accomplishments of leading figures (e.g., Bacon, Copernicus, Descartes, Galileo, Kepler, Linnaeus, and Newton), and new inventions (e.g., the telescope, microscope, thermometer, and barometer). (I)

9.14. Students analyze political, social, and economic change as a result of the Age of Enlightenment in Europe.

1. Explain how the main ideas of the Enlightenment can be traced back to such movements and epochs as the Renaissance, the Reformation, the Scientific Revolution, the Greeks, the Romans, and Christianity. (P, I)
2. Describe the accomplishments of major Enlightenment thinkers (e.g., John Locke and Charles-Louis Montesquieu). (P, I)
3. Explain the origins of modern capitalism; the influence of mercantilism and the cottage industry; the elements and importance of a market economy in 17th-century Europe; the changing international trading and marketing patterns, including their locations on a world map; and the influence of explorers and mapmakers. (E)

9.15. Students compare and contrast the Glorious Revolution of England, the American Revolution, the Spanish American Wars of Independence, and the French Revolution, and their enduring effects on the political expectations for self-government and individual liberty.

1. Identify and explain the major ideas of philosophers and their effects on the democratic revolutions in England, the United States, France, and Latin America (e.g., John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Simón Bolívar, Toussainte L'Ouverture, Thomas Jefferson, and James Madison). (P, I)
2. List and explain the principles of the Magna Carta, the English Bill of Rights (1689), the American Declaration of Independence (1776), the French Declaration of the Rights of Man and the Citizen (1789), and the U.S. Bill of Rights (1791). (P)
3. Explain the significance of the Haitian Revolution (1791–1804). (P, S, I)
4. Understand the unique character of the American Revolution, its spread to other parts of the world, and its continuing significance to other nations. (P, I)
5. Explain how the ideology of the French Revolution led France to evolve from constitutional monarchy to democratic despotism to the Napoleonic Empire. (P, I)
6. Describe the initial uprisings against the mother country in Spanish America, describe their takeover by the largely indigenous masses, and explain the outcomes of these movements. (P, I)
7. Describe how nationalism spread across Europe with Napoleon but was repressed for a generation under the Congress of Vienna and Concert of Europe until the Revolutions of 1848. (P)

GLOSSARY OF SELECTED TERMS

(with emphasis on terms that appear in K–8)

Amendment (constitutional): Changes in, or additions to, a constitution. Proposed by a two-thirds vote of both houses of Congress or by a convention called by Congress at the request of two-thirds of the state legislatures. Ratified by approval of three-fourths of the states.

Articles of Confederation: The first constitution of the United States, created in 1781. It established a weak national government and was replaced in 1789 by the Constitution of the United States.

Barter: The direct exchange of one good or service for another without the use of money.

B.C.E. and C.E.: Before the Common Era (formerly known as B.C.) and Common Era (formerly known as A.D.).

Bill of Rights: The first 10 amendments to the Constitution. Ratified in 1791, these amendments limit governmental power and protect the basic rights and liberties of individuals.

Bureaucracy: Administrative organizations that implement government policies.

Cabinet: Secretaries or chief administrators of the major departments of the federal government. Cabinet secretaries are appointed by the president with the consent of the Senate.

Capital: Manufactured resources such as tools, machinery, and buildings that are used in the production of other goods and services (e.g., school buildings, books, tables, and chairs are some examples of capital used to produce education). This is sometimes called real capital.

Checks and balances: Constitutional mechanisms that authorize each branch of the government to share powers with the other branches and thereby check their activities (e.g., the president may veto legislation passed by Congress; the Senate must confirm major executive appointments; and the courts may declare acts of Congress unconstitutional).

Citizen: A member of a political society who therefore owes allegiance to the government and is entitled to its protection.

Civil rights: Protections and privileges of personal liberty given to all U.S. citizens by the Constitution and Bill of Rights.

Command economy: A type of economic system in which the resources are state owned and their allocation and use are determined by the centralized decisions of a planning authority (e.g., the former Soviet Union).

Common or public good: A good that is to the benefit or in the interest of a politically organized society as a whole.

Comparative advantage: The idea that countries gain when they produce those items that they are most efficient at producing.

Competitive behavior: When a business or individual acts in a self-interested way to increase wealth.

Concurrent powers: Powers that may be exercised by both the federal and state governments (e.g., levying taxes, borrowing money, and spending for the general welfare).

Confederal: Relating to a confederation.

Confederate: A group of states more or less permanently united for common purposes.

Consumer: A person or organization that purchases or uses a product or service.

Culture: The learned behaviors of people, such as belief systems, languages, social relations, institutions, organizations, and material goods, such as food, clothing, buildings, and technology.

Deflation: A general lowering of prices; the opposite of inflation.

Delegated powers: Powers granted to the national government under the Constitution, as enumerated in Articles I, II, and III.

Democracy: Practice of the principle of equality of rights, opportunity, and treatment.

Demographic: The statistical data of a population (e.g., average age, income, and education).

Developed nation: Countries with high levels of well-being, as measured by economic, social, and technological sophistication.

Developing nation: Countries with low levels of well-being, as measured by economic, social, and technological sophistication.

Diffusion: The spread of people, ideas, technology, and products between places.

Due process of law: The right of every citizen to be protected against arbitrary action of the government.

Economic growth: An increase in an economy's ability to produce goods and services, which brings about a rise in standards of living.

Emigration: People moving out of a country (or other political unit).

English Bill of Rights: An act passed by the Parliament of England in 1689 that limited the power of the monarch. This document established Parliament as the most powerful branch of the English government.

Entrepreneur: A person who organizes, operates, and assumes the risk for a business venture.

Equal protection of the law: The idea that no individual or group may receive special privileges from nor be unjustly discriminated against by the law.

Exchange rate: The price of one currency in terms of another (e.g., pesos per dollar).

Federal Reserve System: A system of 12 district banks and a board of governors that regulates the activities of financial institutions and controls the money supply.

Federalism: A form of political organization in which governmental power is divided between a central government and territorial subdivisions; in the United States, it is divided among the national, state, and local governments.

The Federalist Papers: A series of essays written by Alexander Hamilton, John Jay, and James Madison that was published to support the adoption of the proposed U.S. Constitution.

Feudalism: A political and economic system in which a king or queen share power with the nobility, who allow the common people to use their land in return for services.

Fiscal policy: A policy of government taxation and/or expenditure to change the level of output, employment, or prices.

Foreign policy: Policies of the federal government directed to matters beyond U.S. borders, especially with regard to relations with other countries.

Human capital: The knowledge and skills that enable workers to be productive.

Human characteristics: The patterns that people make on the surface of the Earth, such as cities, roads, canals, and farms, and other ways people change the Earth.

Immigration: People moving to a country (or other political unit).

Impeachment: The act of accusing a public official of misconduct in office by presenting formal charges against him or her in the lower house, with a trial to be held in the upper house.

Incentive: A benefit offered to encourage people to act in certain ways.

Inflation: A general rise in the level of prices.

Initiative: A form of direct democracy in which the voters of a state can propose a law by gathering signatures and having the proposition placed on the ballot.

Interdependence: Reliance on people in other places for information, resources, goods, and services.

Isolationism: The belief that the United States should not be involved in world affairs and should avoid involvement in foreign wars.

Judicial review: A doctrine that permits the federal courts to declare unconstitutional, and thus null and void, acts of Congress, the executive branch, and the states. The precedent for judicial review was established in the 1803 case *Marbury v. Madison*.

Justice: The fair distribution of benefits and burdens, correction of wrongs and injuries, or use of fair procedures in gathering information and making decisions.

Land use: How people use the Earth's surface (e.g., urban, rural, agricultural, range, and forest), often subdivided into more specific uses (e.g., retail, low-density housing, and industrial).

Landform: A description of the Earth's shape at a place (e.g., mountain range, plateau, and floodplain).

Latitude: The angular distance north or south of the equator that is measured in degrees along a line of longitude.

Legend: A map key that explains the meaning of map symbols.

Longitude: The angular distance east or west that is almost always measured with respect to the prime meridian that runs north and south through Greenwich, England.

Magna Carta: The document signed by King John of England in 1215 A.D. that limited the king's power and guaranteed certain basic rights; it is considered the beginning of constitutional government in England.

Market: Any setting in which an exchange occurs between buyers and sellers.

Market economy: A system in which most resources are owned by individuals and the interaction between buyers and sellers determines what is made, how it is made, and how much of it is made.

Market price: The price at which the quantity of goods and services demanded by consumers and the quantity supplied by producers are the same. This is sometimes called the equilibrium price.

Mayflower Compact: A document drawn up by the Pilgrims in 1620 while aboard the Mayflower, before landing at Plymouth Rock. The compact provided a legal basis for self-government.

Mercantilism: An economic and political policy in which the government regulates industries, trade, and commerce with the national aim of obtaining a favorable balance of trade.

Monarchy: A type of government in which political power is exercised by a single ruler under the claim of divine or hereditary right.

Monetary policies: Management of the money supply and interest rates to influence economic activity.

National security: The condition of a nation, in terms of threats, especially threats from external sources.

Opportunity cost: The value of the next best alternative that must be given up when a choice is made (e.g., the opportunity cost of studying on a Saturday night is the fun you are missing by not going to the dance).

Principle: A basic rule that guides or influences thought or action.

Progressive tax: A tax structure such that people who earn more money are charged a higher percentage of their income (e.g., the federal income tax).

Property rights: The rights of an individual to own property and keep the income earned from it.

Proportional tax: A tax structure such that all people pay about the same percentage of their incomes in taxes (e.g., a flat rate tax).

Protectionism: The practice of protecting domestic industries from foreign competition by imposing import duties or quotas.

Public service: Service to local, state, or national communities through appointed or elected office.

Ratify: To confirm by expressing consent, approval, or formal sanction.

Referendum: A form of direct democracy in which citizens of a state, through gathering signatures, can require that a legislative act come before the people as a whole for a vote. The process also allows the legislature to send any proposal for law to the people for a vote.

Region: A larger-sized territory that includes many smaller places, all or most of which share similar attributes, such as climate, landforms, plants, soils, language, religion, economy, government, or other natural or cultural attribute.

Regressive tax: A tax structure such that people who earn more pay a smaller percentage of their income in taxes (e.g., sales taxes).

Representative democracy: A form of government in which power is held by the people and exercised indirectly through elected representatives who make decisions.

Republicanism: A system of government in which power is held by the voters and is exercised by elected representatives responsible for promoting the common welfare.

Resources: Land, labor, capital, and entrepreneurship used in the production of goods and services. A part of the natural environment that people value, such as soil, oil, iron, or water.

Revolution: A complete or drastic change of government and the rules by which government is conducted.

Rule of law: The principle that every member of a society, even a ruler, must follow the law.

Separation of powers: The division of governmental power among several institutions that must cooperate in decision-making.

Sovereignty: The ultimate, supreme power in a state (e.g., in the United States, sovereignty rests with the people).

Spatial reasoning: Pertaining to distribution, distance, direction, areas, and other aspects of space on the Earth's surface.

Specialization: When a business focuses on producing a limited number of goods and leaves the production of other goods to other businesses. Specialization also describes how each person working to produce a good might work on one part of the production instead of producing the whole good (e.g., in a shoe factory one person cuts the leather, another person sews it, and another glues it to the sole).

Suffrage: The right to vote.

Supply: The quantity of a product or service that a producer is willing and able to offer for sale at each possible price.

Tariff: A tax on an imported good.

Thematic map: A map showing the distribution (or statistical properties) of cultural or natural features, such as a thematic map of unemployment or a thematic map of rainfall.

Theocracy: Any government in which the political leaders also are the religious leaders and they rule as representatives of the deity.

Totalitarianism: A centralized government that does not tolerate parties of differing opinion and that exercises dictatorial control over many aspects of life.

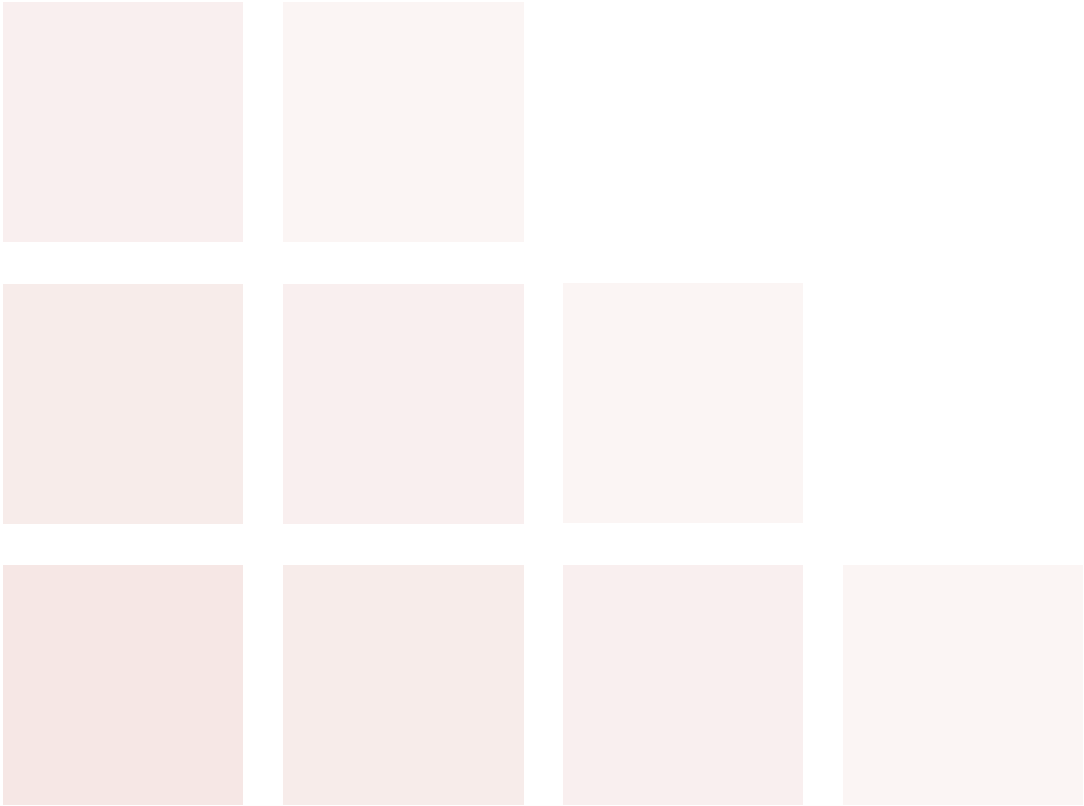
Treaty: A formal agreement between sovereign nations to create or restrict rights and responsibilities. In the United States, all treaties must be approved by a two-thirds vote in the Senate.

Unitary government: A government system in which all governmental authority is vested in a

central government from which regional and local governments derive their powers (e.g., Great Britain and France, as well as the American states within their spheres of authority).

United Nations: An international organization comprising most of the nations of the world that was formed in 1945 to promote peace, security, and economic development.

Urbanization: The process whereby more people live and work in cities.



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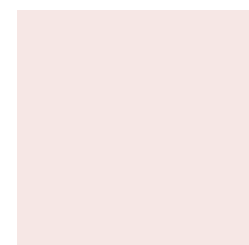
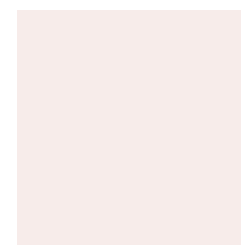
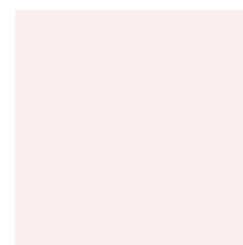
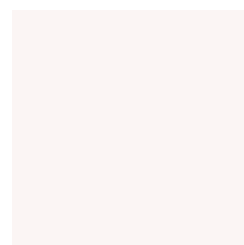
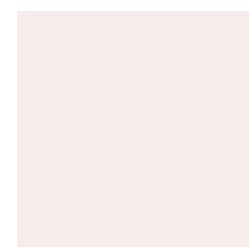
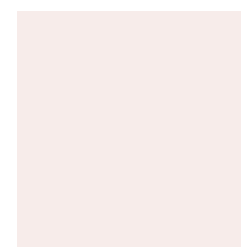
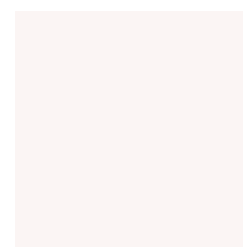
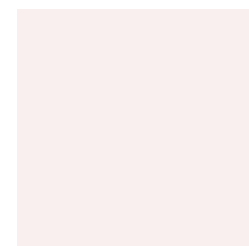
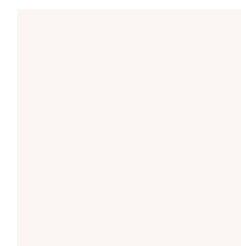
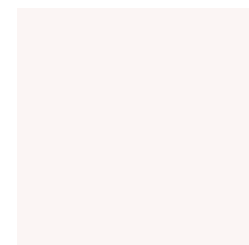
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RELATED RESOURCES ALSO AVAILABLE

The Office of Academic Services also has developed a number of other resources to help teachers, administrators, students, parents, and community members better understand the new learning standards. These resources include:

- ❑ Grade-level curriculum guides, with sample learning activities, month-by-month scope and sequence suggestions, sample test items, and other resources.
- ❑ Grade-level parent guides to the standards, translated into several languages.
- ❑ Grade-level posters, which should be displayed in every classroom.

These and other materials are available on the DCPS Web site at www.k12.dc.us.





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